Guide to Test Interpretation

Indiana Department of Education

GQE – First Edition

Fall 2006

School Year 2006–2007

ISTEP+

Indiana Statewide Testing
For Educational Progress

CTB McGraw-Hill

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Contents

A Message from Dr. Suellen Reed

December 2006

Dear Educators:

The *Guide to Test Interpretation* is designed to help you evaluate *ISTEP+* results, explain the results to parents, and evaluate local program offerings based upon *ISTEP+* results. At the individual student level, *ISTEP+* results should be used to identify students' strengths and weaknesses in English and mathematics. At building and corporation levels, the reports should be used to evaluate local curriculum choices and the instructional strategies that are employed by teachers in classrooms.

In addition, the results can help you assess the effectiveness of local program offerings as they relate to remediation and prevention activities in the areas of English and mathematics. The information the results provide can be very valuable in your efforts to build stronger connections between curriculum, instruction, and assessments.

Now, more than ever, with the adoption of new, more rigorous standards in the areas of English/language arts and mathematics, it is critical that test results be used responsibly with the goal of helping each child achieve his or her full academic potential. I urge you to work within your school community to help increase the level of understanding and knowledge about test results and the importance they have to individual students and the K–12 education system.

The new education accountability system (P.L. 221) will emphasize test scores and other data measurements more than ever in Indiana's history. I urge each of you to analyze *ISTEP+* results carefully and to act in a proactive manner as we all work to build upon the many areas of improvement we have gained over the past several years.

Sincerely,

Dr. Suellen Reed

Dr. Suellen Reed
Superintendent of Public Instruction

Understanding *ISTEP+* Test Results

This guide will help you understand *ISTEP+* test results and report forms more clearly and, using those results, provide educational opportunities for students more effectively. The guide will also help you be better prepared to answer questions from parents, students, and other members of the educational community regarding *ISTEP+* results. Toward this end, a Sample Letter to Parents specific to the GQE – First Edition is included on page 49 for your use.

ISTEP+ Report Forms

Each *ISTEP+* report is designed to clearly present the most useful information for you and for your discussions with parents. The audience for each report and the number of copies provided are listed below.

ISTEP+ Report Information	
Report	*Number of Copies*
For Teachers	
Student Report	3
Proficiency Roster	1
Class Essential Skills Report	1
Undetermined Status Roster	2
For School Administrators	
Proficiency Roster	1
Essential Skills Summary (corporation)	1
School Proficiency Performance Summary	1
GQE Required Retest List	1
Disaggregation Summary Report	1
Graduation Test Labels	1
Applied Skills Frequency Distribution	1
For Corporation Administrators	
Proficiency Roster (school)	1
Essential Skills Summary (corporation)	1
Group Essential Skills Summary (corporation)	2
Disaggregation Summary Report (school)	1
Disaggregation Summary Report (corporation)	2
Applied Skills Frequency Distribution (school)	1
Applied Skills Frequency Distribution (corporation)	1
Undetermined Status Roster (school)	1
Academic Standards Frequency Distribution	1

Students are administered the sections of both the GQE – First Edition Basic Skills test and the Applied Skills test that relate to the content areas (English/language arts and/or mathematics) in which they are testing.

Note: Failure to return both the completed Basic Skills and Applied Skills documents will result in a student receiving a status of "Undetermined" on the GQE – First Edition.

Copies of student answers to the constructed-response (open-ended) items, as they appeared in the Applied Skills test books, will be returned to teachers to assist them in reviewing the students' performance. Teachers may use these papers, in conjunction with information in the *Teacher's Scoring Guide*s, to further evaluate each student's strengths and needs. Three copies of the Student Report are included in the score report package. One copy is in a folder marked Image Print. This copy is to be used with the student's imaged responses to the Applied Skills Assessment.

The *ISTEP+* score reports are packaged by school and corporation, and they are shrink-wrapped to prevent damage during handling. Student reports for Braille tests are shipped separately.

Before you can interpret and apply the information in the reports, you must understand the meaning of the scores presented. If you are unfamiliar with *ISTEP+* or the testing and scoring terms, please read the next two sections carefully. If you need just a quick review, skim the glossary specific to the GQE – First Edition beginning on page 46.

Sample Letter to Parents

To help teachers explain the *ISTEP+* reports to parents, a Sample Letter to Parents specific to the GQE – First Edition is provided on page 49. You may duplicate or edit the letter to make it appropriate for your use.

Report Labeling

Score reports for the GQE – First Edition will have margin labels reading "GQE 1st Edition."

The *ISTEP+* Testing Program for the GQE – First Edition

What can you learn from *ISTEP+*?

Taxpayers, parents, and educators ask many questions about instructional programs as Indiana strives to build a brighter future by providing the best possible education for its young people. Questions such as the following are commonly asked:

"Are all of our students acquiring the skills they need to succeed?"

"What kind of individual instruction would help my child?"

ISTEP+ provides information that will help you answer such questions and support the instructional choices you make for your students. *ISTEP+* reports can quickly show you the following:

- To what extent an individual student has mastered Essential Skills in the English/language arts and mathematics content areas.

- To what extent the students in your classroom, school, and corporation, as a group, are attaining mastery of Essential Skills.

- Where the students in your class, school, or corporation stand relative to the two performance levels established by the State Board of Education. (See page 8 for more information about performance levels.)

Remember, *ISTEP+* provides only one piece of information that educators should be using when making decisions about students.

The GQE – First Edition

The GQE – First Edition is a criterion-referenced test. It consists of items that assess a student's performance with respect to particular criteria—in this case, to the Indiana Academic Standards established by the State Board of Education.

The test does not provide norm-referenced information; that is, it does not compare the performance of Indiana students with that of students across the nation.

Criterion-Referenced Scores

Criterion-referenced scores indicate where a student stands in relation to the established Indiana Academic Standards, as well as in relation to Indiana's Essential Skills. The most valuable application of criterion-referenced information is to identify a student's strengths and needs in order to plan appropriate instruction.

Criterion-referenced scores are presented by Essential Skills within each content area, as follows:

Criterion-Referenced Score Categories		
Domain	English/language arts	Mathematics
Essential Skills	10.1 Construct Meaning 10.2 Compare/Predict • • •	10.1–3 Probsolv/Comm/Reas 10.4 Algebra • • •

Performance Levels

To promote student academic achievement, the State Board of Education has adopted challenging standards. A student who scores AT or ABOVE the Indiana Academic Standards (Pass) in English/language arts or mathematics demonstrates mastery of these standards. A student who scores BELOW the Indiana Academic Standards (Did Not Pass) may require remedial assistance in order to pass the GQE – First Edition.

In addition, an "Undetermined" category is reported for any student whose *ISTEP+* scores for English/language arts and/or mathematics are incomplete (i.e., all or part of a test was not taken or was considered invalid by the examiner). The phrase "did not retest" is used to identify content areas not attempted by students during the GQE – First Edition.

Essential Skills Scores

Indiana's Essential Skills are listed by subject on the Student Report, the Class Essential Skills Report, the Essential Skills Summary, and the Group Essential Skills Summary.

The Indiana Performance Index (IPI) is used to indicate a student's performance on the Essential Skills. This is a statistical value that reflects the number of items a student would have answered correctly if the student had responded to 100 items like the ones actually on the test. It is a better measure of the student's performance than a simple percentage of correct answers to a small number of questions.

On the Student Report, next to each Essential Skill, the Student Skill Score is shown, along with the Passing Skill Score for a student at the standard and the Difference between the two scores.

The Class Essential Skills Report indicates whether students have mastered each Essential Skill. Symbols appear on this report indicating: 1) mastery, 2) nonmastery, 3) too few score points to assess mastery conclusively, and 4) any subtest omitted or invalid. Mastery of an Essential Skill indicates that the student achieved an IPI that is equal to or greater than the IPI for a student at the standard.

The corporation Essential Skills Summary provides a summary of student performance for all schools in the corporation.

Item Response Theory

Item Response Theory (IRT) refers to the theory underlying a family of statistical models. These statistical models analyze the data obtained from test questions, or items. For the *ISTEP+* tests, two models are used. One is used for the multiple-choice items, and another is used for the constructed-response items.

The two models are used in combination with test data to characterize items and generate student scale scores. Both models use the data to determine how difficult each item is and how well each item accurately identifies students who do and do not have the skill being tested by the item. The multiple-choice model also describes the degree to which students can guess the correct answer to each item.

Pattern Scoring

The statistical characteristics of the items can affect a student's total test score (scale score). This is particularly true with *ISTEP+* because it is pattern scored. Pattern scoring incorporates information from items using the IRT model. In contrast, raw scoring or number-correct scoring simply notes whether or not the student answered the item correctly. Both pattern scores and raw scores can be considered ability scores used to represent a student's ability level. To illustrate the differences between pattern scoring and raw scoring, consider two students, Student 1 and Student 2, who both correctly answer 20 items. Student 1 answers the 20 most difficult items, while Student 2 answers the 20 easiest. With raw scoring, both students receive the same raw (ability) score, indicating both students have the same "ability," and the highest raw score possible is equal to the total number of items on a test. In contrast, when the pattern of the items answered correctly is taken into account—that is, when the information about the difficulty of the items (among other item characteristics) is considered— Student 1 rightly receives a higher ability score.

Mean and Median Scores

On *ISTEP+* reports, summary information for a group (such as a class) is often presented using mean or median scores. The mean is the average score obtained by adding together all scores in the group and dividing by the number of students in the group. The median is the middle score. (Fifty percent of the scores fall below it.)

Standard Deviation

The standard deviation (SD) indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, "normal" curve), about two-thirds of the scores are within one SD above and below the average (mean) score, and about 95% of scores are within two SDs of the mean. In almost any shaped distribution, all scores will be within five SDs of the mean score.

Mean

| 3 SD | 2 SD | 1 SD | 1 SD | 2 SD | 3 SD |

Standard Deviation
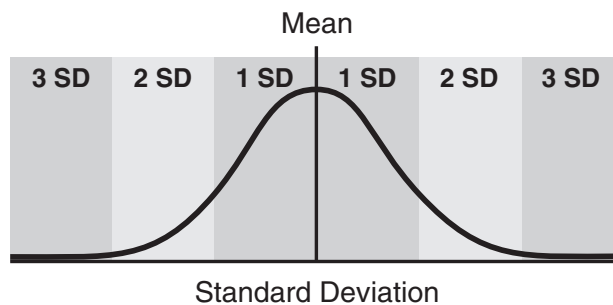
Reports for Teachers

> **Note:** All sample reports shown in this guide contain simulated student data only.

Student Report

The Student Report presents test information to parents in ways that are easy to understand. It encourages them to discuss their child's strengths and needs and helps them become more involved in the child's learning process. Page 1 of the Student Report contains student performance data for English/language arts and mathematics. Page 2 contains the student's Applied Skills results. Three copies of this report are provided. Two copies are for school use and one copy is for the parent(s).

Criterion-Referenced Information

The top section of this report, called "Indiana Academic Standards," reports the student's scale scores in English/language arts and mathematics, and it relates these scores to the Indiana Academic Standards established by the State Board of Education. (See page 8 for a definition of the performance levels for the Indiana Academic Standards.)

The center section lists the Essential Skills measured by the GQE – First Edition. (See page 46 for a definition of *Essential Skills*.) Next to each skill, the student's academic performance is indicated by the Student Skill Score, along with the Passing Skill Score for a student at the standard, and the difference between the two scores.

Sample Student Report (Front)
The sample Student Report presents results for Ray Path, a retest student who took the *ISTEP+* achievement test. The top section of the report describes Ray's performance as measured against the Indiana Academic Standards, and it shows his achievement as a scale score compared with the standard score adopted by the Board of Education.

On the same report, the tenth-grade Essential Skills are listed. Reading to the right of the first Essential Skill, Construct Meaning, you will see that Ray achieved a Student Skill Score of 72 as compared with the Passing Skill Score of 69, or 3 points higher than the Passing Skill Score.

Ray's English/language arts total score is reported in two ways:
•   a scale score of 474 (see "Indiana Academic Standards" in area B) and
•   the Student Skill Score for each Essential Skill (see area C).

This scale score indicates that Ray did pass the Indiana Academic Standards in English/language arts. His score of 490 in mathematics means he also passed the Indiana Academic Standards for that content area.

GQE 1st EDITION

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS

Student Report

RAY PATH — **A**

Grade: RETEST

Simulated Data

C

Purpose
This report provides information on your child's achievement of the Indiana Academic Standards. You can see at a glance whether your child is meeting the minimum standard set for all students in our state. Your child's teacher can also show you classroom work and other test results that provide evidence of your child's progress.

Birthdate: 05/20/XX

Test Date: FALL

CORP-SCH: 1234-1234
Class: CLASS ONE
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

I

Page 1

Indiana Academic Standards **B**
The Indiana Academic Standards describe what students should know and be able to do in English/language arts and mathematics. This test was created to measure whether students have learned what we expect them to know.

English/language arts	PASS	Mathematics	PASS
Student Score: 474		Student Score: 490	
Passing Score: 466		Passing Score: 486	
Score range (Min-Max) 300	800	Score range (Min-Max) 300	720

Your child's score is 474 in English/language arts, which means he/she has passed the English/language arts portion of ISTEP+.

Your child's score is 490 in mathematics, which means he/she has passed the mathematics portion of ISTEP+.

D **E** **F**

English/language arts Skill	Student Skill Score	Passing Skill Score	Difference	Mathematics Skill	Student Skill Score	Passing Skill Score	Difference
Construct Meaning(MC)	72	69	3	Probsolv/Comm/Reas(MC,OE)	40	37	3
Compare/Predict(MC)	X	X	X	Algebra(MC,OE)	62	60	2
Textual Clues(MC)	64	62	2	Functions(MC,OE)	68	64	4
Writing Development(Writing)	64	62	2	Geometry(MC,OE)	55	53	2
Language-in-Use(Writing)	89	87	2	Statistics(MC,OE)	74	74	0
Punct/Capitalize(MC)	65	64	1	Probability(MC,OE)	41	39	2
Usage(MC)	40	39	1	Computation(MC,OE)	65	62	3
Spelling(MC)	64	62	2				
Revise Written Text(MC)	51	49	2				
Make Inferences(MC,OE)	71	67	4				
Cause/Effect(MC,OE)	61	60	1				
Purpose/Perspective(MC,OE)	65	64	1				
Compare/Contrast(MC,OE)	58	52	6				
Influence/Persuade(MC)	81	77	4				
Fact/Opinion(MC,OE)	76	75	1				
Literal Meaning(MC,OE)	66	62	4				
Genres/Conventions(MC,OE)	59	55	4				

G MC: Multiple-choice items   OE: Open-ended items   X = Not reported for < 4 points

H **English/language arts**
Your child passed the ISTEP+ test in English/language arts. The test results show that some of your child's areas of strength are: Compare/Contrast.

Mathematics
Your child passed the ISTEP+ test in mathematics.

(See back of report for Applied Skills results)

GQE 1st EDITION

Highlights of the Student Report (Front)

A Identifies the student's name and grade.

B Explains the student's performance relative to the Indiana Academic Standards established by the Board of Education.

C Lists Essential Skills, grouped by content area.

D Shows the Student Skill Score that the student obtained for each Essential Skill.

E Indicates the Passing Skill Score for a student meeting the standard for this specific Essential Skill.

F Shows the difference between the Student Skill Score and the Passing Skill Score for a student meeting the standard.

G Defines symbols and abbreviations used in this report.

H Lists student's areas of strength and weakness.

I Indicates the test date and identifies the corporation-school number, class, school, corporation, county, and state.

Student Report (Back)

The back of the Student Report lists individual student test results for each Applied Skills item by content area and test session. It provides the number of points the student earned on each item, as well as the maximum number of points possible. This report should be used in conjunction with the *Teacher's Scoring Guide*s and the imaged student responses to help the teacher explain the scores and the scoring process. Imaged student responses will be returned to the schools in December 2006.

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ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Student Report **A**

RAY PATH

Grade: RETEST

Simulated Data

Purpose
This report provides scoring results from the Applied Skills component of the ISTEP+ test. The Applied Skills test consists of short answer and essay items. The page numbers listed on this report refer back to the original test document.

Birthdate: 05/20/XX

Test Date: FALL **H**

CORP SCH: 1234-1234
Class: CLASS ONE
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

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ISTEP+ Student Report - Applied Skills

English/language arts

English/language arts Session 1 Item# - Skill	Page Number	Points Earned	Points Possible
1a-Writing Development	1	4	6
1b-Language-in-Use	1	4	4

B **C** **D** **E**

English/language arts Session 2 Item# - Skill	Page Number	Points Earned	Points Possible
1-Genres/Conventions	14	0	2
2-Make Inferences	14	1	1
3-Make Inferences	19	1	1
4-Genres/Conventions	15	2	2
5-Cause/Effect	16	0	1
6-Construct Meaning	16	1	1
7-Literal Meaning	17	0	2
8-Construct Meaning	18	1	1
9A-Make Inferences	19	2	2
9B-Writing Development	19	4	4
9C-Language in Use	19	4	4

Mathematics

Mathematics Session 1 Item# - Skill	Page Number	Points Earned	Points Possible
1-Probability	2	2	2
2-Probsolv/Comm/Reas	2	0	2
3-Computation	3	0	2
4-Probsolv/Comm/Reas	4	2	2
5-Probsolv/Comm/Reas	5	2	2
6-Probsolv/Comm/Reas	6	2	2
7-Algebra	7	0	1
8-Probsolv/Comm/Reas	7	0	2
9-Functions	8	2	2

Mathematics Session 2 Item# - Skill	Page Number	Points Earned	Points Possible
1-Algebra	13	2	2
2-Probsolv/Comm/Reas	14	0	2
3-Probsolv/Comm/Reas	14	2	2
4-Statistics	15	0	2
5-Probsolv/Comm/Reas	16	0	2
6-Geometry	17	1	1
7-Probsolv/Comm/Reas	18	1	2
8-Probsolv/Comm/Reas	18	0	2
9-Functions	19	2	2

Note: Please refer to the ISTEP+ Teacher's Scoring Guides for item-specific Essential Skills information (these are available at your child's school and are available on our website at www.doe.state.in.us/istep).

F **G**

The Applied Skills Report tells you how your child performed on the portion of the test that requires writing an essay and answering open-ended (OE) questions. This report shows the skill the item measures, the page number of the item, how many points your child earned, and how many points were possible. For this report to be the most beneficial, you need to use it with the copy of your child's actual work. The copy of your child's work will be available at the school.

Once you have had a chance to study both sides of this report and talk with your child about it, you may want to schedule time with your child's teacher to discuss these results. **In December, you can see the essay and open-ended responses your child has written as part of ISTEP+** and look at actual test questions to find out more about your child's strengths and weaknesses.

Your child's teacher also can describe the kinds of extra help your child can receive, if needed. Indiana schools are required to provide remediation for students who do not pass the academic standards. It's your responsibility as a parent to make sure your child takes advantage of these opportunities.

If you want to see how your child's scores compare to the average scores of the state and local school corporation, you can find that information on our website.

More information is available by using the ISTEP+ Hotline at **888-544-7837 (888-54-ISTEP)**, the Indiana Department of Education Website, **www.doe.state.in.us/istep**, or you can send email to **istep@doe.state.in.us**.

GQE 1st EDITION

Sample Student Report (Back)
The sample Student Report (Back) provides test results for Ray Path, a retest student who took the GQE – First Edition. One can observe on this simulated report, under English/language arts, Session 2, that item number 1 of this test is located on page 14 of the test book and that Ray scored zero points. The maximum possible for this item is two points.

Highlights of the Student Report (Back)

A Identifies the student's name and grade.

B Lists each item and its Essential Skill by content area and test session.

C Indicates the page number on which the item appears in the test book.

D Presents the number of score points that the student earned for the given Applied Skills item or, if no score, the letter of the condition code.

E Indicates the number of points possible for the given Applied Skills item.

F If the student has condition codes, they will be explained in this section.

G Provides information for parents.

H Indicates the test date and identifies the corporation-school number, class, school, corporation, county, and state.

Proficiency Roster

This report lists alphabetically all students in the class and tells the teacher how each student performed in the content areas of English/language arts and mathematics. Also shown is the scale score for each student in each of the content areas and whether the student scored above or below the performance standard.

In the upper portion of the report, summary information is given for the class as a whole. Shown for each of the two content areas are the lowest and highest scale scores obtained by the students in the group, the class average (mean scale score), the standard deviation, and the lowest and highest possible scores.

The group's performance is also compared to the academic standard to show the number and percentage of students above and below the standard.

ISTEP+
INDIANA STATEWIDE TESTING
FOR EDUCATIONAL PROGRESS

Proficiency Roster

Class: CLASS ONE **A**

Grade: RETEST

[Simulated Data]

Purpose
This report lists students alphabetically within a test section. The Proficiency Roster provides a listing of students and their results.

Test Date: FALL

G

CORP-SCH 1234-1234
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

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Page 1

GQE 1st EDITION

English/language arts **C**

Highest Scale Score Obtained	489	Academic Standard	466
Mean Scale Score (SS)	447.6	No./PCT Above Standard	3 / 43%
Lowest Scale Score Obtained	397	No./PCT Below Standard	4 / 57%
Standard Deviation	32.3		**D**
Low/High Score Possible	300-800	No. of Students Listed	11

No.	Student	Score (SS)	Category
1	CULLER, JACK		DNR
2	FINKLE, RAY		DNR
3	FOSTER, JIM		DNR
4	HODGE, KRIS	471	Above
5	HOFF, MIKE	#	UND
6	NAGY, JUDY	423	Below
7	NOBLE, TONY	397	Below
8	PATH, RAY	441	Below
9	POLK, DIANNE	474	Above
10	STEEN, CAROL	438	Below
11	WEEKS, JEFF	489	Above

B

Mathematics **E**

Highest Scale Score Obtained	503	Academic Standard	486
Mean Scale Score (SS)	453.9	No./PCT Above Standard	2 / 29%
Lowest Scale Score Obtained	402	No./PCT Below Standard	5 / 71%
Standard Deviation	39.8		**F**
Low/High Score Possible	300-720	No. of Students Listed	11

No.	Student	Score (SS)	Category
1	CULLER, JACK	503	Above
2	FINKLE, RAY	466	Below
3	FOSTER, JIM	472	Below
4	HODGE, KRIS		DNR
5	HOFF, MIKE	439	Below
6	NAGY, JUDY	405	Below
7	NOBLE, TONY	402	Below
8	PATH, RAY		DNR
9	POLK, DIANNE	490	Above
10	STEEN, CAROL		DNR
11	WEEKS, JEFF		DNR

#: No score due to invalid or omitted subtest
UND: Undetermined
H
DNR: Did not retest

GQE 1st EDITION

Highlights of the Proficiency Roster

A Identifies the class by the teacher's name and the grade.

B Lists students alphabetically within the class.

C Provides English/language arts summary information for the class.

D Provides each student's scale score and performance level within the English/language arts content area.

E Provides mathematics summary information for the class.

F Provides each student's scale score and performance level within the mathematics content area.

G Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.

H Defines the symbols and abbreviations used in this report.

Class Essential Skills Report

The Class Essential Skills Report presents Essential Skills information for all the students in your class. It presents mastery information for each student and summarizes the performance of the class as a whole.

Essential Skills Information
The name of each student in the class appears in alphabetical order across the top of the report. The column below the student's name presents mastery information for that student. The Essential Skills for the grade appear on the left side of the report.

To the right of each Essential Skill the following information appears:
• the number of students in the class who mastered the Essential Skill and
• the percentage of students in the class who mastered the Essential Skill.

You can use this information to identify areas in which students may need additional instruction.

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Class Essential Skills Report

Class: CLASS ONE

Grade: RETEST

Simulated Data

Purpose
This report provides an analysis of Essential Skills mastery and can be used to analyze curriculum strengths and needs.

No. of Students: 11

Test Date: FALL

CORP-SCH: 1234-1234
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

Page 1

Indiana Performance Index (IPI)
The IPI is the expected number of items correct had 100 similar items been taken for the given Essential Skill. A student has mastered a given Essential Skill if the student's IPI meets or exceeds the IPI expected for a student at the standard.

● : Mastery
○ : Non-Mastery
X : Mastery not reported for Essential Skills with fewer than 4 points
MC : Multiple-choice items
OE : Open-ended items
: No score due to invalid or omitted subtest

	Number Mastery	Percent Mastery	CULLER JACK	FINKLE RAY	FOSTER JIM	HODGE KRIS	HOFF MIKE	NAGY JUDY	NOBLE TONY	PATH RAY	POLK DIANNE	STEEN CAROL	WEEKS JEFF
English/language arts													
10.1 Construct Meaning(MC,OE)	3	43	#	#	#	●	#	○	○	○	●	○	●
10.2 Compare/Predict(MC)	X	X	X	X	X	X	X	X	X	X	X	X	X
10.3 Textual Clues(MC)	3	38	#	#	#	●	#	○	○	○	●	○	●
10.6a Writing Development(Writing)	3	43	#	#	#	●	#	○	○	○	●	○	●
10.6b Language-in-Use(Writing)	3	43	#	#	#	●	#	○	○	○	●	○	●
10.7 Punct/Capitalize(MC)	3	43	#	#	#	●	#	○	○	○	●	○	●
10.8 Usage(MC)	3	43	#	#	#	●	#	○	○	○	●	○	●
10.9 Spelling(MC)	3	43	#	#	#	●	#	○	○	○	●	○	●
10.10 Revise Written Text(MC)	3	43	#	#	#	●	#	○	○	○	●	○	●
10.11 Make Inferences(MC,OE)	3	43	#	#	#	●	#	○	○	○	●	○	●
10.12 Cause/Effect(MC,OE)	3	43	#	#	#	●	#	○	○	○	●	○	●
10.13 Purpose/Perspective(MC)	3	43	#	#	#	●	#	○	○	○	●	○	●
10.14 Compare/Contrast(MC)	3	43	#	#	#	●	#	○	○	○	●	○	●
10.15 Influence/Persuade(MC)	3	38	#	#	#	●	#	○	○	○	●	○	●
10.16 Fact/Opinion(MC)	3	43	#	#	#	●	#	○	○	○	●	○	●
10.17 Literal Meaning(MC,OE)	3	43	#	#	#	●	#	○	○	○	●	○	●
10.19 Genres/Conventions(MC,OE)	3	43	#	#	#	●	#	○	○	○	●	○	●
Mathematics													
10.1-3 Probsolv/Comm/Reas(MC,OE)	2	39	●	○	○	#	○	○	○	#	●	#	#
10.4 Algebra(MC,OE)	2	42	●	○	○	#	○	○	○	#	●	#	#
10.5 Functions(MC,OE)	2	19	●	○	○	#	○	○	○	#	●	#	#
10.6 Geometry(MC,OE)	2	39	●	○	○	#	○	○	○	#	●	#	#
10.7 Statistics(MC,OE)	2	35	●	○	○	#	○	○	○	#	●	#	#
10.8 Probability(MC,OE)	2	26	●	○	○	#	○	○	○	#	●	#	#
10.9 Computation(MC,OE)	2	65	●	○	○	#	○	○	○	#	●	#	#

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Highlights of the Class Essential Skills Report

A Identifies the class by the teacher's name and the grade.

B Defines the symbols and abbreviations used in this report.

C Shows the number of students who mastered the Essential Skill.

D Shows the percentage of students who mastered the Essential Skill.

E Lists students alphabetically by name from left to right.

F Lists Essential Skills for the grade by content area.

G Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.

Undetermined Status Roster

This report provides a list of all students in the class who have an "Undetermined" status. Students who fail to complete one or more subtests in English/language arts or mathematics are listed as "Undetermined." The report indicates whether the subtest was not taken or was invalidated, thus explaining the reason for the "Undetermined" status.

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D

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FOR EDUCATIONAL PROGRESS

Undetermined Status Roster **A**

Class: CLASS ONE

Grade: RETEST

Simulated Data

Purpose
This report provides a list of students with an undetermined status and a reason for that status. This list should be used to aid in the explanation of the undetermined status codes.

Test Date: FALL

CORP-SCH: 1234-1234 **E**
School: SCHOOL ONE
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

B Students

C Undetermined in Category

		English/language arts						Mathematics			
		Writing S1 – OE	E/la S2 – OE	R/la T1 – MC	R/la T2 – MC			Math S1 – OE	Math S2 – OE	Math T3 – MC	Math T4 – MC
HOFF, MIKE Birthdate: 12/15/XX Special Codes Student ID 3121021000 Other (K-T) 5051100...	E/la Undetermined Math Below Standard	Test not taken	Test not taken	Valid Attempt	Test not taken			Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt

F MC: Multiple-choice items   OE: Open-ended items   Inv.: Test Invalidated by School

GQE 1st EDITION

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Highlights of the Undetermined Status Roster

A Identifies the class by the teacher's name and the grade.

B Lists alphabetically students who have an "Undetermined" status in English/language arts and/or mathematics.

C Indicates whether the "Undetermined" status is in English/language arts and/or mathematics.

D Indicates which subtest was invalidated or not completed.

E Indicates the test date and identifies the corporation-school number, school, corporation, county, and state.

F Defines abbreviations used in this report.

Reports for the School Administrator

Note: All sample reports shown in this guide contain simulated student data only.

Proficiency Roster

This report lists alphabetically all GQE – First Edition students in the school by grade and tells the principal how each student performed in the content areas of English/language arts and mathematics. Also shown is the scale score for each student in each of the content areas and whether the student scored above or below the performance standard.

In the upper portion of the report, summary information is given for the school as a whole. Shown for each of the two content areas are the lowest and highest scale scores obtained by the students in the group, class average (mean scale score), the standard deviation, and the lowest and highest possible scores.

The group's performance is also compared to the academic standard to show the number and percentage of students above and below the standard.

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Proficiency Roster

School: SCHOOL ONE — **A**

Grade: RETEST

[Simulated Data]

Purpose
This report lists students alphabetically within a test section. The Proficiency Roster provides a listing of students and their results.

English/language arts — C

Highest Scale Score Obtained	489	Academic Standard 466
Mean Scale Score (SS)	447.6	No./PCT Above Standard 3 / 43%
Lowest Scale Score Obtained	397	No./PCT Below Standard 4 / 57%
Standard Deviation	32.3	
Low/High Score Possible	300-800	No. of Students Listed 11 — **D**

No.	Student	Score (SS)	Category
1	CULLER, JACK		DNR
2	FINKLE, RAY		DNR
3	FOSTER, JIM		DNR
4	HODGE, KRIS	471	Above
5	HOFF, MIKE	#	UND
6	NAGY, JUDY	423	Below
7	NOBLE, TONY	397	Below
8	PATH, RAY	441	Below
9	POLK, DIANNE	474	Above
10	STEEN, CAROL	438	Below
11	WEEKS, JEFF	489	Above

(**B**)

Mathematics — E

Highest Scale Score Obtained	503	Academic Standard 486
Mean Scale Score (SS)	453.9	No./PCT Above Standard 2 / 29%
Lowest Scale Score Obtained	402	No./PCT Below Standard 5 / 71%
Standard Deviation	39.8	
Low/High Score Possible	300-720	No. of Students Listed 11 — **F**

No.	Student	Score (SS)	Category
1	CULLER, JACK	503	Above
2	FINKLE, RAY	466	Below
3	FOSTER, JIM	472	Below
4	HODGE, KRIS		DNR
5	HOFF, MIKE	439	Below
6	NAGY, JUDY	405	Below
7	NOBLE, TONY	402	Below
8	PATH, RAY		DNR
9	POLK, DIANNE	490	Above
10	STEEN, CAROL		DNR
11	WEEKS, JEFF		DNR

#: No score due to invalid or omitted subtest — **H**
UND: Undetermined

DNR: Did not retest

Test Date: FALL — **G**

CORP-SCH   1234-1234
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

CTB McGraw-Hill

Page 1

Highlights of the Proficiency Roster

A Identifies the school and grade.

B Lists alphabetically students within the school for the grade tested.

C Provides English/language arts summary information for the school.

D Provides each student's scale score and performance level within the English/language arts content area.

E Provides mathematics summary information for the school.

F Provides each student's scale score and performance level within the mathematics content area.

G Indicates the test date and identifies the corporation-school number, corporation, county, and state.

H Defines the symbols and abbreviations used in this report.

School Proficiency Performance Summary

This report summarizes groups of students according to their performance relative to the Indiana Academic Standards (see page 8 for a definition of performance levels) in the content areas assessed by *ISTEP+*. For example, box ❶ in the upper left-hand corner of the report includes the number and percentage of students who have obtained scores ABOVE the Indiana Academic Standards in both English/language arts and mathematics. Students tallied in box ❷ have scored BELOW the standard in English/language arts but ABOVE the standard in mathematics. Students reported in box ❸ have scored ABOVE the English/language arts standard but BELOW the standard in mathematics. Students reported in box ❹ have scored BELOW the standard in both English/language arts and mathematics.

Below and to the right of the numbered boxes, the next row and column on the grid provide the numbers and percentages of students that received an "Undetermined" status. This results when a student fails to complete all tests in a given content area. The percentages for the first four boxes together with the five "Undetermined" boxes are calculated using the total number of students in these nine boxes. This total number is provided in the "Summary of Student Counts" and is labeled "Students with Complete Retest."

The "Mathematics Did Not Retest" row and the "English/language arts Did Not Retest" column provide the numbers and percentages of students that did not take the GQE – First Edition in a given content area. The percentage in any individual box in the row or column is calculated by dividing the number of students in that box by the total number of students who retested, which is provided in the "Summary of Student Counts."

The percentages in the last column, "Mathematics Totals," are calculated by adding the total number of students in the row for an individual mathematics category (Above Standard, Below Standard, or Undetermined) and dividing that total by the number of students who retested in mathematics only, which is provided in the "Summary of Student Counts" section. The percentages in the last row, "English/language arts Totals," are calculated by adding the total number of students in the column for an individual English/language arts category (Above Standard, Below Standard, or Undetermined) and dividing that total by the number of students who retested in English/language arts only (again, provided in the "Summary of Student Counts").

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School Proficiency Performance Summary

School: SCHOOL ONE

Grade: RETEST

Simulated Data

Purpose
This report provides the number and percent of students in each performance category.

Test Date: FALL

CORP-SCH 1234-1234
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

Page 1

	English/language arts Above Standard	English/language arts Below Standard	English/language arts Undetermined	English/language arts Did Not Retest	Mathematics TOTALS
Mathematics Above Standard	① 25% — 1 Students Above the Standard in E/la and Math	② 0% — 0 Students Below the Standard in E/la and Above in Math	0% — 0 Students Undetermined in E/la and Above the Standard in Math	9% — 1 Students Did Not Retest in E/la and Above the Standard in Math	29% — 2 Students Above the Standard in Math
Mathematics Below Standard	③ 0% — 0 Students Above the Standard in E/la and Below in Math	④ 50% — 2 Students Below the Standard in E/la and Math	25% — 1 Students Undetermined in E/la and Below the Standard in Math	18% — 2 Students Did Not Retest in E/la and Below the Standard in Math	71% — 5 Students Below the Standard in Math
Mathematics Undetermined	0% — 0 Students Above the Standard in E/la and Undetermined in Math	0% — 0 Students Below the Standard in E/la and Undetermined in Math	0% — 0 Students Undetermined in E/la and Undetermined in Math	0% — 0 Students Did Not Retest in E/la and Undetermined in Math	0% — 0 Students Undetermined in Math
Mathematics Did Not Retest	18% — 2 Students Above the Standard in E/la and Did Not Retest in Math	18% — 2 Students Below the Standard in E/la and Did Not Retest in Math	0% — 0 Students Undetermined in E/la and Did Not Retest in Math		36% — 4 Students Did Not Retest in Math
English/language arts TOTALS	38% — 3 Students Above the Standard in E/la	50% — 4 Students Below the Standard in E/la	13% — 1 Students Undetermined in E/la	27% — 3 Students Did Not Retest in E/la	

Summary of Student Counts

Total Retest Students	11
Students with Complete Retest	4
Students who Retested in:	
E/la	8
Math	7

Summary of Scores

	E/la	Math
Mean Scale Score	447.6	453.9
Proficiency Cut Score	466	486
Standard Deviation	32.3	39.8
Lowest/Highest Scale Score Obtained	397-489	402-503
Lowest/Highest Scale Score Possible	300-800	300-720

Above Standard

	E/la	Math
MSS:	478	496.5
SD:	9.6	9.2
L/H Obt:	471-489	490-503
L/H Range:	466-800	486-720
	3 Students Above Standard	2 Students Above Standard

Below Standard

	E/la	Math
MSS:	424.8	436.8
SD:	20.1	32.9
L/H Obt:	397-441	402-472
L/H Range:	300-465	300-485
	4 Students Below Standard	5 Students Below Standard

MSS: Mean Scale Score
SD: Standard Deviation
L/H Obt: Lowest/Highest Scale Score Obtained

Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%. For an explanation of the calculation methods, consult the Guide to Test Interpretation.

GQE 1st EDITION

Highlights of the School Proficiency Performance Summary

A Identifies the school and grade.

B The **columns** report Indiana Academic Standards categories for English/language arts.

C The **rows** report Indiana Academic Standards categories for mathematics.

D Reports the number of students.

E Indicates the test date and identifies the corporation-school number, corporation, county, and state.

F Provides school summary information for English/language arts.

G Provides school summary information for mathematics.

H Provides school summary scores by performance category for both English/language arts and mathematics.

I Defines the abbreviations used in this report.

GQE Required Retest List

This report lists alphabetically those students who fell below the standard on the Spring GQE – First Edition in either English/language arts or mathematics or in both content areas. It also shows the performance category and scale score for each student in each of the content areas.

GQE 1st EDITION

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GQE Required Retest List   **B**

School: SCHOOL ONE   **A**

Grade: RETEST

Simulated Data

Purpose
This report lists students who have not met the Indiana Academic Standard in one or more content areas.

Test Date: FALL   **F**

CORP-SCH: 1234-1234
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

Page 1

C
D

#: No score due to invalid or omitted subtest   UND: See Undetermined report for details   DNR: Did not retest

English/language arts standard: 466
Mathematics standard: 486

Student	E/la Score	E/la Category	Math Score	Math Category
CULLER, JACK		DNR	503	Above
FINKLE, RAY		DNR	466	Below
FOSTER, JIM		DNR	472	Below
HODGE, KRIS	471	Above		DNR
HOFF, MIKE	#	UND	439	Below
NAGY, JUDY	423	Below	405	Below
NOBLE,TONY	397	Below	402	Below
PATH, RAY	474	Above	480	Above
POLK, DIANNE	441	Below		DNR
STEEN, CAROL	438	Below		DNR
WEEKS, JEFF	489	Above		DNR

E

Student	E/la Score	E/la Category	Math Score	Math Category

GQE 1st EDITION

Highlights of the GQE Required Retest List

A Identifies the school and grade.

B Lists students alphabetically within the school who need to take the GQE – First Edition in one or more content areas.

C Defines the symbols and abbreviations used in this report.

D Provides each student's scale score and performance level within the English/language arts content area.

E Provides each student's scale score and performance level within the mathematics content area.

F Indicates the test date and identifies the corporation-school number, corporation, county, and state.

Disaggregation Summary Report

The Disaggregation Summary Report consists of two pages, one for English/language arts and one for mathematics. This report presents, by content area, the total number of students with scores identified as above the standard and below the standard. This information is given at the group level and describes achievement for selected reporting populations.

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Disaggregation Summary Report

School: SCHOOL ONE
Grade: RETEST

Simulated Data

Purpose
This report describes group achievement for selected reporting populations.

English/language arts	Total Number of Students	Above Standard N	%	Below Standard N	%	Median Scale Score	Low Scale Score Obtained	High Scale Score Obtained
All Students	58	13	22	45	78	430.5	300	508
General Education	32	13	41	19	59	457.5	300	508
Special Education								
With accommodations	26	0	0	26	100	414.5	300	451
Without accommodations	0	***	***	***	***	***	***	***
Limited English Proficiency								
With accommodations	0	***	***	***	***	***	***	***
Without accommodations	0	***	***	***	***	***	***	***
Non-Limited English Proficiency								
With accommodations	26	0	0	26	100	414.5	300	451
Without accommodations	32	13	41	19	59	457.5	300	508
Gender								
Male	26	6	23	20	77	438.0	300	505
Female	32	7	22	25	78	426.5	354	508
No valid information	0	***	***	***	***	***	***	***
SES								
Paid lunch	29	7	24	22	76	437.0	300	505
Free or reduced lunch	29	6	21	23	79	427.7	300	508
No valid information	0	***	***	***	***	***	***	***
Ethnicity								
American Indian or Alaska Native	1	***	***	***	***	***	***	***
Black (Not of Hispanic Origin)	31	6	19	25	81	416.0	300	505
Asian or Pacific Islander	1	***	***	***	***	***	***	***
Hispanic	7	***	***	***	***	***	***	***
White (Not of Hispanic Origin)	18	6	33	12	67	435.5	333	508
Multiracial	0	***	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***	***
Migrant	2	***	***	***	***	***	***	***

The Indiana Academic Standard for English/language arts is 466.
The Lowest/Highest Scale Score Possible for English/language arts is 300/800.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.
*** Value not computed for fewer than 10 students

Test Date: FALL

CORP-SCH: 1234-1234
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

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6/29/06

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Disaggregation Summary Report

School: SCHOOL ONE
Grade: RETEST

Simulated Data

Purpose
This report describes group achievement for selected reporting populations.

	Total	Above Standard N	%	Below Standard N	%	Median Scale Score	Low Scale Score Obtained	High Scale Score Obtained
All Students				46	79	462.5	340	527
General Education	34	12	35	22	65	465.0	407	527
Special Education								
With accommodations	24	0	0	24	100	450.5	340	484
Without accommodations	0	***	***	***	***	***	***	***
Limited English Proficiency								
With accommodations	0	***	***	***	***	***	***	***
Without accommodations	0	***	***	***	***	***	***	***
Non-Limited English Proficiency								
With accommodations	24	0	0	24	100	450.5	***	***
Without accommodations	34	12	35	22	65	465.0	***	***
Gender								
Male	19	4	21	15	79	489.0	391	527
Female	39	8	21	31	79	496.5	340	511
No valid information	0	***	***	***	***	***	***	***
SES								
Paid lunch	27	6	22	21	29	483.0	405	530
Free or reduced lunch	31	6	19	25	50	482.0	340	558
No valid information	0	***	***	***	***	***	***	***
Ethnicity								
American Indian or Alaska Native	0	***	***	***	***	***	***	***
Black (Not of Hispanic Origin)	34	5	15	29	85	452.0	340	511
Asian or Pacific Islander	0	***	***	***	***	***	***	***
Hispanic	4	***	***	***	***	***	***	***
White (Not of Hispanic Origin)	17	5	29	12	71	476.0	391	527
Multiracial	0	***	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***	***
Migrant	2	***	***	***	***	***	***	***

The Indiana Academic Standard for mathematics is 486.
The Lowest/Highest Scale Score Possible for mathematics is 300/720.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.
*** Value not computed for fewer than 10 students

Test Date: FALL

CORP-SCH: 1234-1234
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

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6/29/06

Highlights of the Disaggregation Summary Report

A Identifies the school and grade.

B Identifies the selected reporting populations in the English/language arts content area.

C Lists the total number of students tested in the school.

D Indicates the number and percentage of students above standard and below standard.

E Indicates the median scale scores, which are not computed for groups with fewer than 10 students.

F Indicates the lowest and highest scale scores obtained.

G Indicates the test date and identifies the corporation-school number, corporation, county, and state.

H Identifies the subgroups in the mathematics content area.

Graduation Test Labels

An individual white label for each content area is provided for each student. These student labels indicate the student's status relative to meeting the standard in English/language arts and mathematics. Separate labels are provided for each content area passed and for each content area not passed. Labels will also be provided for students who did not retest or who received an "Undetermined" status in one or both content areas.

Pass label

Pass label

Highlights of the Graduation Test Labels

A Identifies student information, grade, corporation, school, and test date.

B Identifies the content area.

C Indicates the Standard established by the Board of Education, the score obtained by the student, and the performance level achieved.

D "Retest Required" will be printed in this area and will identify whether the student needs to retest based on the student's results in one or both content areas.

Applied Skills Frequency Distribution

The Applied Skills Frequency Distribution report presents at the school level the number and percentage of students who obtained each score point for the individual Applied Skills items. This information can be used to determine whether the students in your school show strengths and needs on specific Applied Skills items and, therefore, in the Essential Skills that are assessed by these items.

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Applied Skills Frequency Distribution

School: SCHOOL ONE

Grade: RETEST

Simulated Data

Purpose
This report provides a frequency of points obtained by Applied Skills items.

Test Date: FALL

CORP-SCH: 1234-1234
Corporation: CORP ONE
County: COUNTYONE
State: INDIANA

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E/la Item # - Test #	Points Poss	Total Number of Stdnts	0 Points Obtained N	%	1 Point Obtained N	%	2 Points Obtained N	%	3 Points Obtained N	%	4 Points Obtained N	%	5 Points Obtained N	%	6 Points Obtained N	%
SESSION 1																
1a-Writing Development	6	7			0	0	1	14	1	14	5	71	0	0	0	0
1b-Language-in-Use	4	7			0	0	3	43	0	0	4	57				
SESSION 2																
1-Genres/Conventions	2	7	4	57	1	14	1	14								
2-Make Inferences	1	7	4	57	3	43										
3-Make Inferences	1	7	5	71	2	29										
4-Genres/Conventions	2	7	4	57	1	14	2	29								
5-Cause/Effect	1	7	6	86	1	14										
6-Construct Meaning	1	7	2	29	5	71										
7-Literal Meaning	2	7	3	43	1	14	3	43								
8-Construct Meaning	1	7	1	14	5	71										
9A-Make Inferences	2	7	0	0	3	43	4	57								
9B-Writing Development	4	7			0	0	2	29	4	57	1	14				
9C-Language in Use	4	7			0	0	0	0	5	71	2	29				

Math Item # - Test #	Points Poss	Total Number of Stdnts	0 Points Obtained N	%	1 Point Obtained N	%	2 Points Obtained N	%	3 Points Obtained N	%	4 Points Obtained N	%	5 Points Obtained N	%	6 Points Obtained N	%
SESSION 1																
1-Probability	2	7	3	43	0	0	3	43								
2-Probsolv/Comm/Reas	2	7	6	86	0	0	0	0								
3-Computation	2	7	6	86	0	0	0	0								
4-Probsolv/Comm/Reas	2	7	2	29	0	0	5	71								
5-Probsolv/Comm/Reas	2	7	2	29	2	29	2	29								
6-Probsolv/Comm/Reas	2	7	2	29	1	14	3	43								
7-Algebra	1	7	3	43	3	43										
8-Probsolv/Comm/Reas	2	7	5	71	1	14	0	0								
9-Functions	2	7	4	57	0	0	2	29								
SESSION 2																
1-Algebra	2	7	2	29	2	29	3	43								
2-Probsolv/Comm/Reas	2	7	4	57	0	0	2	29								
3-Probsolv/Comm/Reas	2	7	3	43	0	0	4	57								
4-Statistics	2	7	6	86	0	0	0	0								
5-Probsolv/Comm/Reas	2	7	6	86	0	0	0	0								
6-Geometry	1	7	1	14	6	86										
7-Probsolv/Comm/Reas	2	7	5	71	1	14	0	0								
8-Probsolv/Comm/Reas	2	7	6	86	1	14	0	0								
9-Functions	2	7	4	57	0	0	2	29								

*This item was not scored and student scores were not affected.

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GQE 1st EDITION

School: SCHOOL ONE

Grade: RETEST

Simulated Data

Purpose
This report provides a frequency of condition codes obtained by Applied Skills items.

	Total Number of Students	Condition Code A Blank Response N %	Condition Code B Illegible N %	Condition Code C Non - English N %	Condition Code D Insufficient N %	Condition Code E Off Topic N %
1-Genres/Conventions	7	1 14	0 0	0 0	0 0	0 0
2-Make Inferences	7	0 0	0 0	0 0	0 0	0 0
3-Make Inferences	7	0 0	0 0	0 0	0 0	0 0
4-Genres/Conventions	7	0 0	0 0	0 0	0 0	0 0
5-Cause/Effect	7	0 0	0 0	0 0	0 0	0 0
6-Construct Meaning	7	0 0	0 0	0 0	0 0	0 0
7-Literal Meaning	7	0 0	0 0	0 0	0 0	0 0
8-Construct Meaning	7	1 14	0 0	0 0	0 0	0 0
9A-Make Inferences	7	0 0	0 0	0 0	0 0	0 0
9B-Writing Development	7	0 0	0 0	0 0	0 0	0 0
9C-Language in Use	7	0 0	0 0	0 0	0 0	0 0

Math Item # - Test #	Total Number of Students	Condition Code A Blank Response N %	Condition Code B Illegible N %	Condition Code C Non - English N %	Condition Code D Insufficient N %
SESSION 1					
1-Probability	7	1 14	0 0	0 0	0 0
2-Probsolv/Comm/Reas	7	1 14	0 0	0 0	0 0
3-Computation	7	1 14	0 0	0 0	0 0
4-Probsolv/Comm/Reas	7	0 0	0 0	0 0	0 0
5-Probsolv/Comm/Reas	7	1 14	0 0	0 0	0 0
6-Probsolv/Comm/Reas	7	1 14	0 0	0 0	0 0
7-Algebra	7	1 14	0 0	0 0	0 0
8-Probsolv/Comm/Reas	7	1 14	0 0	0 0	0 0
9-Functions	7	1 14	0 0	0 0	0 0
SESSION 2					
1-Algebra	7	0 0	0 0	0 0	0 0
2-Probsolv/Comm/Reas	7	1 14	0 0	0 0	0 0
3-Probsolv/Comm/Reas	7	0 0	0 0	0 0	0 0
4-Statistics	7	1 14	0 0	0 0	0 0
5-Probsolv/Comm/Reas	7	1 14	0 0	0 0	0 0
6-Geometry	7	0 0	0 0	0 0	0 0
7-Probsolv/Comm/Reas	7	1 14	0 0	0 0	0 0
8-Probsolv/Comm/Reas	7	0 0	0 0	0 0	0 0
9-Functions	7	1 14	0 0	0 0	0 0

Test Date: FALL

CORP-SCH: 1234-1234
Corporation: CORP ONE
County: COUNTYONE
State: INDIANA

Page 2

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*This item was not scored and student scores were not affected.

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Highlights of the Applied Skills Frequency Distribution

A Identifies the school and grade.

B Identifies the item number and the skill being scored. Descriptions of each item, along with scoring rubrics and skills, are found in the *ISTEP+ Teacher's Scoring Guide*s.

C Lists the total number of students tested in the school. The total number of students is obtained by adding the "N" counts in D and F.

D Lists the number and percentage of students obtaining each score point.

E Indicates the test date and identifies the corporation, county, and state.

F Lists by condition code the number and percentage of students with no response.

Condition Codes

A = Blank/no response
B = Illegible/unable to score
C = Written predominantly in a language other than English/unable to score
D = Insufficient response/unable to score/copied from text
E = Response not related to test question or scoring rule
(English/language arts only)

Note: If the essay portion of Test 1 receives any of these condition codes **except condition code E**, the student will receive an "Undetermined" status for English/language arts.

Reports for the Corporation Administrator

Essential Skills Summary

The corporation Essential Skills Summary provides criterion-referenced information from the *ISTEP+* achievement tests, summarizing the performance of students for an individual school by grade. Schools may contact their Corporation Test Coordinator to request a copy of this report.

GQE 1st EDITION

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Essential Skills Summary

Corporation: CORP ONE [A]
Grade: RETEST [B]

Simulated Data

Purpose [G]
This report provides an analysis of Essential Skills using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.

No. of Students: 11
Test Date: FALL
CORP: 1234 [H]
County: COUNTY ONE
State: INDIANA

Page 1

Indiana Performance Index (IPI)
The IPI is the expected number of items correct had 100 similar items been taken for the given Essential Skill. The Difference score is the Mean IPI minus the IPI at Standard.

X : Mastery not reported for Essential Skills with fewer than 4 points
MC : Multiple-choice items
OE : Open-ended items
** : Expected IPI for a student at the standard

	Points Possible	IPI at Standard**	CORPORATION SUMMARY [C][D][E] Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery	SCHOOL ONE [F] Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery
English/language arts												
10.1 Construct Meaning(MC,OE)	6	69	2.6	62.6	− 6.4	3	43	2.6	62.6	− 6.4	3	43
10.2 Compare/Predict(MC)	3	X	X	X	X	X	X	X	X	X	X	X
10.3 Textual Clues(MC)	4	62	2.1	50.0	−12.0	3	38	2.1	50.0	−12.0	3	38
10.6a Writing Development(Writing)	10	62	6.4	57.9	− 4.1	3	43	6.4	57.9	− 4.1	3	43
10.6b Language-in-Use(Writing)	8	87	6.9	81.1	− 5.9	3	43	6.9	81.1	− 5.9	3	43
10.7 Punct/Capitalize(MC)	4	64	2.3	60.0	− 4.0	3	43	2.3	60.0	− 4.0	3	43
10.8 Usage(MC)	4	39	0.7	34.9	− 4.1	3	43	0.7	34.9	− 4.1	3	43
10.9 Spelling(MC)	4	62	2.7	57.3	− 4.7	3	43	2.7	57.3	− 4.7	3	43
10.10 Revise Written Text(MC)	4	49	1.7	44.4	− 4.6	3	43	1.7	44.4	− 4.6	3	43
10.11 Make Inferences(MC,OE)	12	67	7.3	61.3	− 5.7	3	43	7.3	61.3	− 5.7	3	43
10.12 Cause/Effect(MC,OE)	4	60	2.0	51.0	− 9.0	3	43	2.0	51.0	− 9.0	3	43
10.13 Purpose/Perspective(MC)	9	64	5.7	56.7	− 7.3	3	43	5.7	56.7	− 7.3	3	43
10.14 Compare/Contrast(MC)	4	52	2.9	46.1	− 5.9	3	43	2.9	46.1	− 5.9	3	43
10.15 Influence/Persuade(MC)	5	77	2.4	59.3	−17.7	3	38	2.4	59.3	−17.7	3	38
10.16 Fact/Opinion(MC)	5	75	3.7	67.0	− 8.0	3	43	3.7	67.0	− 8.0	3	43
10.17 Literal Meaning(MC,OE)	7	62	4.1	54.9	− 7.1	3	43	4.1	54.9	− 7.1	3	43
10.19 Genres/Conventions(MC,OE)	7	55	4.0	49.7	− 5.3	3	43	4.0	49.7	− 5.3	3	43
Number of Students: 7												
Mathematics												
10.1-3 Probsolv/Comm/Reas(MC,OE)	29	37	7.4	26.0	−11.0	2	29	7.4	26.0	− 11.0	2	29
10.4 Algebra(MC,OE)	7	60	2.9	41.4	−18.6	2	29	2.9	41.4	− 18.6	2	29
10.5 Functions(MC,OE)	7	64	3.7	50.6	−13.4	2	29	3.7	50.6	− 13.4	2	29
10.6 Geometry(MC,OE)	7	53	2.1	40.6	−12.4	2	29	2.1	40.6	− 12.4	2	29
10.7 Statistics(MC,OE)	8	74	5.6	60.7	−13.3	2	29	5.6	60.7	− 13.3	2	29
10.8 Probability(MC,OE)	6	39	1.4	27.1	−11.9	2	29	1.4	27.1	− 11.9	2	29
10.9 Computation(MC,OE)	10	62	4.7	52.1	− 9.9	2	29	4.7	52.1	− 9.9	2	29
Number of Students: 7												

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Highlights of the Essential Skills Summary

A Identifies the corporation and grade.

B Defines the symbols and abbreviations used in this report.

C Shows the number of score points that assess each Essential Skill and lists the Indiana Performance Index (IPI) at the standard.

D Lists the mean number of score points obtained by the students in the corporation by grade, the mean IPI obtained by the students, and the difference between the mean and standard IPI for each Essential Skill.

E Lists the number of students and the percentage of students who obtained mastery of each Essential Skill (i.e., achieved an IPI at or above the standard).

F Identifies the name of an individual school (one school per page).

G Lists Essential Skills for the grade.

H Indicates the test date and identifies the corporation number, county, and state.

Group Essential Skills Summary

The corporation Group Essential Skills Summary provides criterion-referenced information from the *ISTEP+* achievement tests, summarizing the performance of students for each school by grade. Schools may contact their Corporation Test Coordinator to request a copy of this report.

GQE 1st EDITION

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Group Essential Skills Summary

Corporation: CORP ONE **A**

Grade: RETEST **B**

Simulated Data

Purpose
This report provides an analysis of Essential Skills using the average Indiana Performance Index (IPI) by subject for this group. The information may be used to analyze curriculum strengths and needs.

No. of Students: 11

Test Date: FALL

CORP: 1234
County: COUNTY ONE
State: INDIANA

H

Page 1

Indiana Performance Index (IPI)

The IPI is the expected number of items correct had 100 similar items been taken for the given Essential Skill. The Difference score is the Mean IPI minus the IPI at Standard.

X : Mastery not reported for Essential Skills with fewer than 4 points
MC : Multiple-choice items
OE : Open-ended items
** : Expected IPI for a student at the standard

C **D** **E** **F**

	Corporation Summary					School Summary		SCHOOL ONE				
	Points Possible	IPI at Standard**	Mean Number Correct	Mean IPI	Difference	Number Mastery	Percent Mastery	Mean IPI	Diff.	Mean IPI	Diff.	Mean IPI	Diff.
English/language arts **G**												
10.1 Construct Meaning(MC,OE)	6	69	2.6	62.6	− 6.4	3	43	62.6	− 6.4				
10.2 Compare/Predict(MC)	3	X	X	X	X	X	X	X	X				
10.3 Textual Clues(MC)	4	62	2.1	50.0	−12.0	3	38	50.0	−12.0				
10.6a Writing Development(Writing)	10	62	6.4	57.9	− 4.1	3	43	57.9	− 4.1				
10.6b Language-in-Use(Writing)	8	87	6.9	81.1	− 5.9	3	43	81.1	− 5.9				
10.7 Punct/Capitalize(MC)	4	64	2.3	60.0	− 4.0	3	43	60.0	− 4.0				
10.8 Usage(MC)	4	39	0.7	34.9	− 4.1	3	43	34.9	− 4.1				
10.9 Spelling(MC)	4	62	2.7	57.3	− 4.7	3	43	57.3	− 4.7				
10.10 Revise Written Text(MC)	4	49	1.7	44.4	− 4.6	3	43	44.4	− 4.6				
10.11 Make Inferences(MC,OE)	12	67	7.3	61.3	− 5.7	3	43	61.3	− 5.7				
10.12 Cause/Effect(MC,OE)	4	60	2.0	51.0	− 9.0	3	43	51.0	− 9.0				
10.13 Purpose/Perspective(MC)	9	64	5.7	56.7	− 7.3	3	43	56.7	− 7.3				
10.14 Compare/Contrast(MC)	4	52	2.9	46.1	− 5.9	3	43	46.1	− 5.9				
10.15 Influence/Persuade(MC)	5	77	2.4	59.3	−17.7	3	38	59.3	−17.7				
10.16 Fact/Opinion(MC)	5	75	3.7	67.0	− 8.0	3	43	67.0	− 8.0				
10.17 Literal Meaning(MC,OE)	7	62	4.1	54.9	− 7.1	3	43	54.9	− 7.1				
10.19 Genres/Conventions(MC,OE)	7	55	4.0	49.7	− 5.3	3	43	49.7	− 5.3				
Number of Students: 7												
Mathematics												
10.1-3 Probsolv/Comm/Reas(MC,OE)	29	37	7.4	26.0	−11.0	2	29	26.0	−11.0				
10.4 Algebra(MC,OE)	7	60	2.9	41.4	−18.6	2	29	41.4	−18.6				
10.5 Functions(MC,OE)	7	64	3.7	50.6	−13.4	2	29	50.6	−13.4				
10.6 Geometry(MC,OE)	7	53	2.1	40.6	−12.4	2	29	40.6	−12.4				
10.7 Statistics(MC,OE)	8	74	5.6	60.7	−13.3	2	29	60.7	−13.3				
10.8 Probability(MC,OE)	6	39	1.4	27.1	−11.9	2	29	27.1	−11.9				
10.9 Computation(MC,OE)	10	62	4.7	52.1	− 9.9	2	29	52.1	− 9.9				
Number of Students: 7												

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Highlights of the Group Essential Skills Summary

A Identifies the corporation and grade.

B Defines the symbols and abbreviations used in this report.

C Shows the number of score points that assess each Essential Skill and lists the Indiana Performance Index (IPI) at the standard.

D Lists the mean number of score points obtained by the students in the corporation by grade, the mean IPI obtained by the students, and the difference between the mean and standard IPI for each Essential Skill.

E Lists the number of students and the percentage of students who obtained mastery of each Essential Skill (i.e., achieved an IPI at or above the standard).

F Lists schools alphabetically by name from left to right.

G Lists Essential Skills for the grade.

H Indicates the test date and identifies the corporation number, county, and state.

Note: A second copy of this report is included in the School Administrator Package.

Disaggregation Summary Report

The Disaggregation Summary Report consists of two pages, one for English/language arts and one for mathematics. This report presents, by content area, the total number of students with scores identified as above the standard and below the standard. This information is given at the group level and describes achievement for selected reporting populations.

GQE 1st EDITION

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Disaggregation Summary Report

Corporation: CORP ONE **A**

Grade: RETEST

Simulated Data

Purpose
This report describes group achievement for selected reporting populations.

Test Date: FALL **G**

STRCODES: 1234
County: COUNTY ONE
State: INDIANA

Page 1

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English/language arts	Total Number of Students	Above Standard N	%	Below Standard N	%	Median Scale Score	Low Scale Score Obtained	High Scale Score Obtained
All Students	377	93	25	284	75	437.1	300	611
General Education	225	77	34	148	66	449.4	300	611
Special Education								
With accommodations	139	15	11	124	89	408.3	300	487
Without accommodations	13	1	8	12	92	426.0	355	523
Limited English Proficiency								
With accommodations	3	***	***	***	***	***	***	***
Without accommodations	26	2	8	24	92	417.5	339	474
Non-Limited English Proficiency								
With accommodations	136	15	11	121	89	409.0	300	487
Without accommodations	212	76	36	136	64	450.9	300	611
Gender								
Male	185	39	21	146	79	436.0	300	611
Female	191	53	28	138	72	437.8	300	560
No valid information	1	***	***	***	***	***	***	***
SES								
Paid lunch	214	54	25	160	75	440.5	300	611
Free or reduced lunch	157	38	24	119	76	429.8	300	522
No valid information	6	***	***	***	***	***	***	***
Ethnicity								
American Indian or Alaska Native	1	***	***	***	***	***	***	***
Black (Not of Hispanic Origin)	170	41	24	129	76	432.5	300	522
Asian or Pacific Islander	13	6	46	7	54	458.0	339	488
Hispanic	47	8	17	39	83	430.3	300	505
White (Not of Hispanic Origin)	130	37	27	102	73	440.3	300	611
Multiracial	6	***	***	***	***	***	***	***
No valid information	1	***	***	***	***	***	***	***
Migrant	4	***	***	***	***	***	***	***

The Indiana Academic Standard for English/language arts is 466.
The Lowest/Highest Scale Score Possible for English/language arts is 300/800.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.
*** Value not computed for fewer than 10 students

6/29/06

GQE 1st EDITION

Corporation: CORP ONE

Grade: RETEST

Simulated Data

Purpose
This report describes group achievement for selected reporting populations.

Test Date: FALL

STRCODES: 4890
County: COUNTY ONE
State: INDIANA

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		Above Standard N	%	Below Standard N	%	Median Scale Score	Low Scale Score Obtained	High Scale Score Obtained
				317	74	463.4	300	602
				192	67	471.2	300	607
Special Education **H**								
With accommodations	125	13	10	112	90	448.3	300	517
Without accommodations	16	3	19	13	81	445.3	300	505
Limited English Proficiency								
With accommodations	4	***	***	***	***	***	***	***
Without accommodations	21	7	33	14	67	473.0	404	535
Non-Limited English Proficiency								
With accommodations	121	12	10	109	90	448.3	300	517
Without accommodations	280	89	32	191	68	469.9	300	607
Gender								
Male	172	37	22	135	78	463.3	300	588
Female	254	72	28	182	72	463.5	300	607
No valid information	0	***	***	***	***	***	***	***
SES								
Paid lunch	231	65	28	166	72	464.3	300	588
Free or reduced lunch	187	40	21	147	79	462.8	300	607
No valid information	8	***	***	***	***	***	***	***
Ethnicity								
American Indian or Alaska Native	1	***	***	***	***	***	***	***
Black (Not of Hispanic Origin)	204	37	18	167	82	459.8	300	588
Asian or Pacific Islander	7	***	***	***	***	***	***	***
Hispanic	43	15	35	28	65	478.3	374	523
White (Not of Hispanic Origin)	165	51	31	114	69	466.3	300	575
Multiracial	6	***	***	***	***	***	***	***
No valid information	0	***	***	***	***	***	***	***
Migrant	4	***	***	***	***	***	***	***

The Indiana Academic Standard for mathematics is 486.
The Lowest/Highest Scale Score Possible for mathematics is 300/720.
Subtotal numbers are rounded within each category. Adding subtotals may not result in exactly 100%.
*** Value not computed for fewer than 10 students

6/29/06

Highlights of the Disaggregation Summary Report

A Identifies the corporation and grade.

B Identifies the selected reporting populations in the English/language arts content area.

C Lists the total number of students tested in the school.

D Indicates the number and percentage of students above standard and below standard.

E Indicates the median scale scores, which are not computed for groups with fewer than 10 students.

F Indicates the lowest and highest scale scores obtained.

G Indicates the test date and identifies the corporation number, county, and state.

H Identifies the subgroups in the mathematics content area.

Applied Skills Frequency Distribution

The Applied Skills Frequency Distribution report presents at the corporation level the number and percentage of students who obtained each score point for the individual Applied Skills items. This information can be used to determine whether the students in your corporation show strengths and needs on specific Applied Skills items and, therefore, in the Essential Skills that are assessed by these items.

GQE 1st EDITION

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Applied Skills Frequency Distribution

Corporation: CORP ONE

Grade: RETEST

Simulated Data

Purpose
This report provides a frequency of points obtained by Applied Skills items.

E/la Item # - Test #	Points Poss	Total Number of Stdnts	0 Points Obtained N	%	1 Point Obtained N	%	2 Points Obtained N	%	3 Points Obtained N	%	4 Points Obtained N	%	5 Points Obtained N	%	6 Points Obtained N	%
SESSION 1																		
1a-Writing Development	6	7			0	0	1	14	1	14	5	71	0	0	0	0
1b-Language-in-Use	4	7			0	0	3	43	0	0	4	57				
SESSION 2																		
1-Genres/Conventions	2	7	4	57	1	14	1	14								
2-Make Inferences	1	7	4	57	3	43										
3-Make Inferences	1	7	5	71	2	29										
4-Genres/Conventions	2	7	4	57	1	14	2	29								
5-Cause/Effect	1	7	6	86	1	14										
6-Construct Meaning	1	7	2	29	5	71										
7-Literal Meaning	2	7	3	43	1	14	3	43								
8-Construct Meaning	1	7	1	14	5	71										
9A-Make Inferences	2	7	0	0	3	43	4	57	4	57	1	14				
9B-Writing Development	4	7			0	0	2	29	5	71	2	29				
9C-Language in Use	4	7			0	0	0	0								

Math Item # - Test #	Points Poss	Total Number of Stdnts	0 Points Obtained N	%	1 Point Obtained N	%	2 Points Obtained N	%	3 Points Obtained N	%	4 Points Obtained N	%	5 Points Obtained N	%	6 Points Obtained N	%
SESSION 1																		
1-Probability	2	7	3	43	0	0	3	43								
2-Probsolv/Comm/Reas	2	7	6	86	0	0	0	0								
3-Computation	2	7	6	86	0	0	0	0								
4-Probsolv/Comm/Reas	2	7	2	29	0	0	5	71								
5-Probsolv/Comm/Reas	2	7	2	29	2	29	2	29								
6-Probsolv/Comm/Reas	2	7	2	29	1	14	3	43								
7-Algebra	1	7	3	43	3	43										
8-Probsolv/Comm/Reas	2	7	5	71	1	14	0	0								
9-Functions	2	7	4	57	0	0	2	29								
SESSION 2																		
1-Algebra	2	7	2	29	2	29	3	43								
2-Probsolv/Comm/Reas	2	7	4	57	0	0	2	29								
5-Probsolv/Comm/Reas	2	7	3	43	0	0	4	57								
4-Statistics	2	7	6	86	0	0	0	0								
5-Probsolv/Comm/Reas	2	7	6	86	0	0	0	0								
6-Geometry	1	7	1	14	6	86										
7-Probsolv/Comm/Reas	2	7	5	71	1	14	0	0								
8-Probsolv/Comm/Reas	2	7	6	86	1	14	0	0								
9-Functions	2	7	4	57	0	0	2	29								

*This item was not scored and student scores were not affected.

Test Date: FALL

CORP: 1234
County: COUNTY ONE
State: INDIANA

Page 1

CTB McGraw-Hill

GQE 1st EDITION

Frequency Distribution

Corporation: CORP ONE

Grade: RETEST

Simulated Data

Purpose
This report provides a frequency of condition codes obtained by Applied Skills items.

		Condition Code A Blank Response N	%	Condition Code B Illegible N	%	Condition Code C Non - English N	%	Condition Code D Insufficient N	%	Condition Code E Off Topic N	%
		0	0	0	0	0	0				
		0	0	0	0	0	0				
SESSION 2											
1-Genres/Conventions	7	1	14	0	0	0	0	0	0	0	0
2-Make Inferences	7	0	0	0	0	0	0	0	0	0	0
3-Make Inferences	7	0	0	0	0	0	0	0	0	0	0
4-Genres/Conventions	7	0	0	0	0	0	0	0	0	0	0
5-Cause/Effect	7	0	0	0	0	0	0	0	0	0	0
6-Construct Meaning	7	0	0	0	0	0	0	0	0	0	0
7-Literal Meaning	7	0	0	0	0	0	0	0	0	0	0
8-Construct Meaning	7	1	14	0	0	0	0	0	0	0	0
9A-Make Inferences	7	0	0	0	0	0	0	0	0	0	0
9B-Writing Development	7	0	0	0	0	0	0	0	0	0	0
9C-Language in Use	7	0	0	0	0	0	0	0	0	0	0

Math Item # - Test #	Total Number of Students	Condition Code A Blank Response N	%	Condition Code B Illegible N	%	Condition Code C Non - English N	%	Condition Code D Insufficient N	%
SESSION 1									
1-Probability	7	1	14	0	0	0	0	0	0
2-Probsolv/Comm/Reas	7	1	14	0	0	0	0	0	0
3-Computation	7	1	14	0	0	0	0	0	0
4-Probsolv/Comm/Reas	7	0	0	0	0	0	0	0	0
5-Probsolv/Comm/Reas	7	1	14	0	0	0	0	0	0
6-Probsolv/Comm/Reas	7	1	14	0	0	0	0	0	0
7-Algebra	7	1	14	0	0	0	0	0	0
8-Probsolv/Comm/Reas	7	1	14	0	0	0	0	0	0
9-Functions	7	1	14	0	0	0	0	0	0
SESSION 2									
1-Algebra	7	0	0	0	0	0	0	0	0
2-Probsolv/Comm/Reas	7	1	14	0	0	0	0	0	0
5-Probsolv/Comm/Reas	7	0	0	0	0	0	0	0	0
4-Statistics	7	1	14	0	0	0	0	0	0
5-Probsolv/Comm/Reas	7	1	14	0	0	0	0	0	0
6-Geometry	7	0	0	0	0	0	0	0	0
7-Probsolv/Comm/Reas	7	1	14	0	0	0	0	0	0
8-Probsolv/Comm/Reas	7	0	0	0	0	0	0	0	0
9-Functions	7	1	14	0	0	0	0	0	0

Test Date: FALL

CORP: 1234
County: COUNTY ONE
State: INDIANA

Page 2

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*This item was not scored and student scores were not affected.

Highlights of the Applied Skills Frequency Distribution

A Identifies the corporation and grade.

B Identifies the item number and the skill being scored. Descriptions of each item, along with scoring rubrics and skills, are found in the *ISTEP+ Teacher's Scoring Guide*s.

C Lists the total number of students tested in the corporation. The total number of students is obtained by adding the "N" counts in D and F.

D Lists the number and percentage of students obtaining each score point.

E Indicates the test date and identifies the corporation number, county, and state.

F Lists by condition code the number and percentage of students with no response.

Condition Codes

A = Blank/no response
B = Illegible/unable to score
C = Written predominantly in a language other than English/unable to score
D = Insufficient response/unable to score/copied from text
E = Response not related to test question or scoring rule
      (English/language arts only)

Note: If the essay portion of Test 1 receives any of these condition codes **except condition code E**, the student will receive an "Undetermined" status for English/language arts.

Undetermined Status Roster

This report provides, by school, a list of all students in the corporation who have an "Undetermined" status. Students who fail to complete one or more subtests in English/language arts or mathematics are listed as "Undetermined." The report indicates whether the subtest was not taken or was invalidated, thus explaining the reason for the "Undetermined" status.

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D

			English/language arts						Mathematics			
B Students	**C** Undetermined in Category	Writing S1 – OE	E/la S2 – OE	R/la T1 – MC	R/la T2 – MC			Math S1 – OE	Math S2 – OE	Math T3 – MC	Math T4 – MC	
HOFF, MIKE Birthdate: 12/15/XX Special Codes Student ID 3121021000 Other (K-T) 5051100...	E/la Undetermined Math Below Standard	Test not taken	Test not taken	Valid Attempt	Test not taken			Valid Attempt	Valid Attempt	Valid Attempt	Valid Attempt	

F MC: Multiple-choice items   OE: Open-ended items   Inv.: Test Invalidated by School

ISTEP+
INDIANA STATEWIDE TESTING FOR EDUCATIONAL PROGRESS

Undetermined Status Roster

School: SCHOOL ONE **A**

Grade: RETEST

Simulated Data

Purpose
This report provides a list of students with an undetermined status and a reason for that status. This list should be used to aid in the explanation of the undetermined status codes.

Test Date: FALL

CORP-SCH: 1234-1234 **E**
Corporation: CORP ONE
County: COUNTY ONE
State: INDIANA

Mc Graw HI **CTB McGraw-Hill**   *Page 1*

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Highlights of the Undetermined Status Roster

A Identifies the school and grade.

B Lists alphabetically students who have an "Undetermined" status in English/language arts and/or mathematics.

C Indicates whether the "Undetermined" status is in English/language arts and/or mathematics.

D Indicates which subtest was invalidated or not completed.

E Indicates the test date and identifies the corporation-school number, corporation, county, and state.

F Defines abbreviations used in this report.

Academic Standards Frequency Distribution

The Academic Standards Frequency Distribution report provides the corporation administrator with the distribution of scale scores achieved by all the students tested in the corporation. The data are presented for analysis and can be used, along with other resources, to evaluate and plan educational priorities.

Part 1

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ISTEP+
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Academic Standards Frequency Distribution

Corporation: CORP ONE

Grade: RETEST

Simulated Data

Purpose
This report provides the distribution of scores by content area. The data are presented for analyses and can be used along with other sources to evaluate and plan educational priorities.

Part 2 provides summary information.

Test Date: FALL

CORP: 1234
County: COUNTY ONE
State: INDIANA

Part 1 Page 1

Scale Score	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Frequency	Percent	Cumulative Frequency	Cumulative Percent	Scale Score
		English/language arts				Mathematics			
503					1	14.29	7	100.00	503
490					1	14.29	6	85.71	490
489	1	14.29	7	100.00					489
474	1	14.29	6	85.71	1	14.29	5	71.43	474
472									472
471	1	14.29	5	71.43	1	14.29	4	57.14	471
466									466
441	1	14.29	4	57.14	1	14.29	3	42.86	441
439									439
438	1	14.29	3	42.86					438
423	1	14.29	2	28.57	1	14.29	2	28.57	423
405					1	14.29	1	14.29	405
402									402
397	1	14.29	1	14.29					397

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Part 2

GQE 1st EDITION

Academic Standards Frequency Distribution

Corporation: CORP ONE

Grade: RETEST

Simulated Data

Purpose
This report provides the distribution of scores by content area. The data are presented for analyses and can be used along with other sources to evaluate and plan educational priorities.

Part 2 provides summary information.

Test Date: FALL

CORP: 1234
County: COUNTY ONE
State: INDIANA

Part 2 Page 1

	English/language arts	Mathematics
Number of Students	7	7
High Score	489	503
Low Score	397	402
Local Percentiles		
90	***	***
75	***	***
50 (Median)	***	***
25	***	***
10	***	***
Mean	447.6	453.9
Standard Deviation	32.3	39.8
Academic Standards		
Cut Score	466	486

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Highlights of the Academic Standards Frequency Distribution

A Identifies the corporation and grade.

B Lists the scale scores achieved on the English/language arts test.

C Shows the number and percentage of students who obtained each scale score on the English/language arts test.

D Shows the number and percentage of students who obtained each scale score on the mathematics test.

E Lists the scale scores achieved on the mathematics test.

F Indicates test date and identifies the corporation number, county, and state.

G Indicates the scale scores obtained by students at five local percentiles (90, 75, 50, 25, and 10).

Reference

Glossary

Criterion-Referenced Test
A test that reports students' scores relative to the skills that make up the Indiana Academic Standards (see *Essential Skills*).

Essential Skills
Specific skills within the larger category of Indiana Academic Standards measured by *ISTEP+* criterion-referenced questions.

Indiana Academic Standards
To promote student academic achievement, the State Board of Education has adopted challenging standards for students in the following educational categories: reading comprehension, language mechanics/vocabulary, writing, mathematics basic skills, and mathematics applied skills. The standards are defined by a description of what a student should know and be able to do at the grade level completed by the student during the previous school year.

The Indiana Academic Standards define two general levels of knowledge and skill as follows:

At or Above the Standard (Pass): The student who scores at or above the Indiana Academic Standards in English/language arts or mathematics demonstrates mastery of these subjects.

Below the Standard (Did Not Pass): The student who does not score at or above the Indiana Academic Standards in all likelihood needs remedial assistance to be successful at the current grade level.

In addition, a category referred to as "Undetermined" is for learners whose *ISTEP+* scores for English/language arts or mathematics are incomplete. For these students, all or a part of the test was not taken or was considered invalid by the examiner.

Indiana Performance Index
The Indiana Performance Index (IPI) is an indication of a student's performance on the individual Essential Skills that are measured by *ISTEP+*. It represents the expected number of items that the student would answer correctly if the student had taken 100 similar items for the specific Essential Skill.

Indiana Scale Score
Student achievement levels relative to the Indiana Academic Standards are reported by *ISTEP+* scale scores. These three-digit, equal-interval scores are expressed on unique scales by content area (English/language arts and mathematics). *ISTEP+* scale scores typically will range from about 300 to about 850.

Mastery

Mastery of an Essential Skill indicates that a student has achieved an Indiana Performance Index (IPI) number equal to or greater than the standard.

Mean

The mean is the arithmetic average of a group of scores. It is calculated by adding the scores and dividing the sum by the number of scores.

Mean Raw Score

The arithmetic average of the number of items answered correctly by a group of students.

Median

The median is defined as the score below which 50% of the cases fall. The median and the 50th percentile are the same.

Number-Correct Scoring

A scoring procedure that involves adding up students' scores on the test questions in a test.

Pattern Scoring

A procedure for assigning students' scale scores that involves considering the pattern of students' scores on the questions in a test as well as certain statistical characteristics of the questions.

Raw Score

A student's observed score on a test—i.e., the number correct. While raw scores do have some usefulness, they should not be used to make comparisons between performances on different tests, unless other information about the characteristics of each test is known.

Standard Deviation (SD)

A statistic that indicates the amount of variability in a group of scores. When scores are normally distributed (i.e., when they are part of a bell-shaped, "normal" curve), about two-thirds of the scores are within one SD above and below the average (mean) score, and about 95% of scores are within two SDs of the mean. In almost any shaped distribution, all scores will be within five SDs of the mean score.

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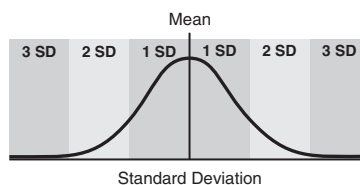
Glossary

Standardized Test

A test administered in accordance with explicit directions for uniform administration.

Test Section

A subtest of a given content area.

Undetermined

A scoring category for students whose *ISTEP+* English/language arts or mathematics scores are incomplete (i.e., all or part of the test was not taken or was considered invalid by the examiner).

Sample Letter to Parents

Dear Parent:

All public school students who are eligible to participate are required to meet the GQE – First Edition standard in order to qualify for a state-recognized diploma. Students are provided with five opportunities to pass this test—in the fall of Grade 10 and in the fall and spring of Grades 11 and 12.

Your son or daughter participated in the *ISTEP+* Fall 2006 GQE – First Edition administration in English/language arts and/or mathematics. A Student Report is available for your review.

The front of the Student Report shows how your child did compared to the Indiana Academic Standards. The standards are the required skills that schools must teach to their students. This report shows whether your child passed or did not pass the English/language arts and mathematics parts of the test. The report also shows how your child did on each of the English/language arts and mathematics skills.

The back of the Student Report shows how your child did on each of the Applied Skills items. These are the questions that require students to write a paragraph or write the answer to a question instead of simply choosing the answer to a multiple-choice question. Your child's answers to these Applied Skills items will be available for your inspection at the school in December 2006.

Your child's school is the best source of information if you have questions about your child's *ISTEP+* scores.
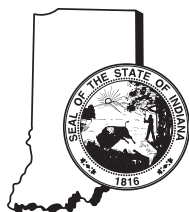
Sincerely,

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Guide to Test Interpretation

GQE – First Edition

Indiana Department of Education